

Social Studies Grade 8 First Nine Weeks Pacing Guide

Essential Questions:

History Benchmark D: What were the effects of interactions among civilizations during the 14th through the 18th centuries? (Describe)

Indicators to be Taught:

2. Describe the political, religious and economic aspects of North American colonization including:
 - a. Reasons for colonization, including religion, desire for land and economic opportunity;
 - b. Key differences among the Spanish, French and British colonies;
 - c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
 - d. Indentured servitude and the introduction and institutionalization of slavery
 - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
 - f. Conflicts among colonial powers for control of North America.

Key Concepts / Vocabulary

Colonization	economic opportunity
indentured servitude	religious freedom
alliances	conflicts
representative government	democracy
institutionalization	interaction
town meetings	colonial assemblies

Essential Questions:

People in Societies Benchmark B: What are some examples of interactions between cultural groups? (Analyze) What factors led to cooperation and conflict? (Explain)

Indicators to be Taught:

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
2. Describe and explain the social, economic and political effects of:
 - a. Stereotyping and prejudice;
 - b. Racism and discrimination;
 - c. Institutionalized racism and institutionalized discrimination.
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
4. Analyze the economic, geographic, religious and political factors that contributed to:
 - a. The enslavement of Africans in North America;
 - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.

Key Concepts / Vocabulary

Religious diversity / freedom
Stereotyping
Prejudice
Racism
Discrimination

institutionalized racism
institutionalized discrimination
treaty
enslavement
women's rights

Essential Questions:

Geography Benchmark B: Can you locate regions using human and physical characteristics? (Define and Identify)

Indicators to be Taught:

1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

Key Concepts / Vocabulary

Regions
Population
Political, social, economic characteristics

compare
prior to 1877

Essential Questions:

Economics Benchmark B: Why does trade occur? How have historical patterns of trade contributed to global interdependence? (Explain)

Indicators to be Taught:

2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.

Key Concepts / Vocabulary

Mercantilism
Global trade
Global interdependence

Social Studies Grade 8 Second Nine Weeks Pacing Guide

Essential Questions:

History Benchmark A: How can you show the relationships between events shown on multiple-tier time lines? (Interpret)

Indicators to be Taught:

1. Select events and construct a multiple-tier time line to show relationships among events.

Key Concepts / Vocabulary

Multiple tier timeline construct

Essential Questions:

History Benchmark E: What were the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives? (Explain)

Indicators to be Taught:

3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:
 - a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
 - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
4. Explain the results of important developments of the American Revolution including:
 - a. A declaration of American independence;
 - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
 - c. Creation of state constitutions;
 - d. Impacts on women, African-Americans and American Indians.

Key Concepts / Vocabulary

French and Indian War	Sons of Liberty
Proclamation of 1763	Declaration of Independence
Boston Tea Party	State Constitutions
Stamp Act	petitions
Townshend Acts	boycott
Intolerable Acts	Tea Act
perspectives	

Essential Questions:

History Benchmark F: What were the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution? (Explain)

Indicators to be Taught:

5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:

- a. Maintaining national security;
- b. Creating a stable economic system;
- c. Dealing with war debts;
- d. Collecting revenue;
- e. Defining the authority of the central government.

Key Concepts / Vocabulary

Articles of Confederation

revenue

Economic challenges

domestic

Debts

Essential Questions:

People in Societies Benchmark C: How did the contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government? (Explain)

Indicators to be Taught:

6. Explain how the diverse peoples of the United States developed a common national identity.

Key Concepts / Vocabulary

National identity

Diverse

Essential Questions:

Economics Benchmark C: What are the connections between government policies and the economy? (Identify)

Indicators to be Taught:

4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.

5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

Key Concepts / Vocabulary

Regulate

economy

Articles of Confederation

Constitution

Property rights

government policies

Essential Questions:

Government Benchmark B: How did the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy? (Explain)

Indicators to be Taught:

1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
 - a. Shays's Rebellion;
 - b. Economic instability;
 - c. Government under the Articles of Confederation.
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.

Key Concepts / Vocabulary

Economic instability	Northwest Ordinance	Declaration of Independence
Articles of Confederation	orderly expansion	Enlightenment
Governance	Shays's Rebellion	self-government
Northwest Ordinance	Expansion	

Essential Questions:

Citizenship Benchmark A: What is the relationship between civic participation and attainment of civic and public goals? (Show)

Indicators to be Taught:

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - a. The Sons of Liberty and Committees of Correspondence/American Independence;
2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:
 - a. Nominating conventions;
 - b. Expansion of the franchise;
 - c. Active campaigning.

Key Concepts / Vocabulary

civic participation	nominating conventions
attainment	expansion of the franchise
Sons of Liberty	active campaigning
Committees of Correspondence	

Essential Questions:

Skills and Methods Benchmark A: Analyze different perspectives on a topic obtained from a variety of sources.

Indicators to be Taught:

1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.

Key Concepts / Vocabulary

Accuracy
Point of view
Era
Fiction
Nonfiction

Essential Questions:

Skills and Methods Benchmark C: Present a position and support it with evidence and citation of sources.

Indicators to be Taught:

2. Construct a historical narrative using primary and secondary sources.

Key Concepts / Vocabulary

Oral presentation	primary source
Position paper	secondary source
Historical narrative	citation of sources
Bibliography	works cited

Social Studies Grade 8 Third Nine Weeks Pacing Guide

Essential Questions:

History Benchmark F: What were the political and economic challenges faced by the United States after the Revolutionary War? What happened in our country that resulted in the adoption of the U.S. Constitution? (Explain)

Indicators to be Taught:

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
 - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)
 - b. The Federalist/Anti-Federalist debate
 - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
 - a. The precedents established by George Washington, including the cabinet and a two-term presidency;
 - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank
 - c. The establishment of an independent federal court system.

Key Concepts / Vocabulary

Constitutional Convention	Bill of Rights
Compromise	federal court system
Federalist / anti-federalist	debate
Constitution	precedent
Great Compromise	Three-fifths Compromise
Cabinet	national bank

Essential Questions:

Geography Benchmark C: How does the environment influence the way people live in different places? What are the consequences of modifying the environment? (Explain)

Indicators to be Taught:

2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.

Key Concepts / Vocabulary

Population distribution
Modifying the environment
Settlement patterns

Essential Questions:

Geography Benchmark D: What are the reasons that people, products and ideas move from place to place? What are the effects of that movement on geographic patterns? (Explain)

Indicators to be Taught:

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Key Concepts / Vocabulary

Colonization

Westward expansion

Immigration

Essential Questions:

Government Benchmark A: Why do people institute governments? How do they influence governments, and how governments interact with each other? (Explain)

Indicators to be Taught:

2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:

- a. Payment of debt;
- b. Establishment of a national bank;
- c. Strict or loose interpretation of the Constitution;
- d. Support for England or France.

Key Concepts / Vocabulary

Debt

Political parties

Interpretation

Essential Questions:

Government Benchmark B: How did the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy? (Explain)

Indicators to be Taught:

4. Explain the political concepts expressed in the U.S. Constitution:

- a. Representative democracy;
- b. Federalism;
- c. Bicameralism;
- d. Separation of powers;
- e. Checks and balances.

6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:

- a. Freedom of religion, speech, press, assembly and petition;
- b. Right to trial by jury and the right to counsel;
- c. Due process and equal protection of the laws.

8. Describe the process by which a bill becomes a law.

Key Concepts / Vocabulary

Representative democracy	due process
Federalism	trial by jury
Bicameralism	first amendment
Separation of powers	equal protection of the laws
Checks and balance	right to counsel

Essential Questions:

Citizenship Benchmark B: What historical origins influenced the rights U.S. citizens have today? (Identify)

Indicators to be Taught:

3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:

- a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
- b. State constitutional conventions and the disenfranchisement of free blacks;
- c. Jackson and his role in Indian removal;
- d. Frederick Douglass and the abolitionist movement;
- e. Elizabeth Cady Stanton and women's rights.

4. Show connections between the rights and responsibilities of citizenship including:

- a. Voting and staying informed on issues;
- b. Being tried by a jury and serving on juries;
- c. Having rights and respecting the rights of others.

Key Concepts / Vocabulary

Contradiction	jury
Ideals	state constitutional conventions
Disenfranchisement	voting
Indian Removal	women's rights
Abolitionist	

Essential Questions:

Skills and Methods Benchmark D: Work effectively in a group

Indicators to be Taught:

4. Organize and lead a discussion.

5. Identify ways to manage conflict within a group.

Key Concepts / Vocabulary

Conflict	organize
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Essential Questions:

Skills and Methods Benchmark C: Present a position and support it with evidence and citation of sources.

Indicators to be Taught:

3. Write a position paper or give an oral presentation that includes citation of sources.

Key Concepts / Vocabulary

Oral presentation

Position paper

Historical narrative

Bibliography

primary source

secondary source

citation of sources

works cited

Social Studies Grade 8 Fourth Nine Weeks Pacing Guide

Essential Questions:

History Benchmark G: What were the causes and consequences of the American Civil War? (Analyze)

Indicators to be Taught:

8. Describe and analyze the territorial expansion of the United States including:
 - a. Northwest Ordinance;
 - b. The Louisiana Purchase and the Lewis and Clark expedition;
 - c. Westward movement including Manifest Destiny;
 - d. The Texas War for Independence and the Mexican-American War.

9. Explain causes of the Civil War with emphasis on:
 - a. Slavery;
 - b. States' rights;
 - c. The different economies of the North and South;
 - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
 - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
 - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
 - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.

10. Explain the course and consequences of the Civil War with emphasis on:
 - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant
 - b. The Emancipation Proclamation
 - c. The Battle of Gettysburg.

11. Analyze the consequences of Reconstruction with emphasis on:
 - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
 - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution
 - c. The Ku Klux Klan and the enactment of black codes.

Key Concepts / Vocabulary

Territorial expansion	slavery	Civil War
Louisiana Purchase	state's rights	Reconstruction
Lewis and Clark	Dred Scott decision	abolitionist
Manifest Destiny	Kansas Nebraska Act	Union
Frederick Douglass	John Brown	Confederate
Missouri Compromise	Compromise of 1850	Lincoln
Secession	Lincoln-Douglas debates	Grant
Emancipation Proclamation	Battle of Gettysburg	Lee
Assassination	impeach	
13-15 Amendments	Ku Klux Klan / Black codes	

Essential Questions:

Economics Benchmark A: How do the endowment and development of productive resources affect economic decisions and global interactions? (Explain)

Indicators to be Taught:

1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.

Key Concepts / Vocabulary

Uneven distribution of productive resources

Essential Questions:

Economics Benchmark B: Why does trade occur? How have historical patterns of trade have contributed to global interdependence? (Explain)

Indicators to be Taught:

3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.

Key Concepts / Vocabulary

Trade barriers

Tariffs

Enact

Essential Questions:

Citizenship Benchmark A: What is the relationship between civic participation and attainment of civic and public goals? (Show)

Indicators to be Taught:

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
 - b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Key Concepts / Vocabulary

Underground Railroad

Abolish

Abolitionist movement